Abstract

The objectives of this research are to know the effectiveness of using fun activities in teaching procedure text and to strengthen the character education of the eighth year students of junior high schools. The research used a quasi pre experimental research design and to disseminate it. The samples were the 80 students and 8 teachers from 8 junior high schools in Central Java. The instrumenys were pre test and post test of procedure text material, questionaire for students and teachers to get their opinion on the material and observation check list of character education. After the instruments have been tried out, they were used to collect the data. T-test were used to analyze the pre test and post test. Likert-Scale was used to quantify the questionaire and observation. From the calculation it was found that the results: fun activities strategy is effective to teach procedure text, and it was able to strenghten the character education of the 8 year students of junior high schools.

Keywords: fun activities, character education, procedure text.

Introduction

The four language skills Listening, speaking, reading and writing are important to learn in a target language especially English. The English curriculum for the Junior High School is based on Text based. One of the very important text types that should be mastered in SMP is procedural text. But in fact, when they learn that text in classes the teaching learning is not interesting because of the monotonous teaching material and the teaching strategies. The students get bored with the routine material and strategies used by the teachers.

The selection and use of input is the central aspect of teaching English as stated by Rost (2002: 122). How we identify sources, select among them and construct tasks around them are the most salient decisions in the teaching of English. He states that the one of important notions in the teaching of English is examining the notion of genre, how it relates to teach English. The genre being taught in the eighth graders of Junior High School is procedure text based on the recent curriculum, namely 2013 curriculum. Procedure text is a text that gives instructions to do something based on Larson (1984: 366). Another condition of procedure text is to explain how something works through a sequence of actions or steps and deals with human behavior.

According to Harmer (2007:56), within education, the term children are “used for learners between the ages of about 2 to about 14”. By examining their characteristics, teachers can choose the most suitable method or media to apply. Teachers need to be creative in selecting or even developing activities to make the students eager to learn English. English teachers need to apply various kinds of activities they used in class to motivate their learners. The English teachers need to apply some kinds of fun activities to create the enjoyable atmosphere to make the students eager to learn English. Through fun activities, it can enhance the students’ motivation to learn English of procedure text material and strengthen character education of the students.

Character education is inserted in all subjects nowadays, the burden of its distribution to all
teachers, because the fact shows that most of the young people tend to do the opposite things such as doing pre-marital sex, abortion, addicted to pornographic films, consuming psychotropic substances, etc., the integration of character education in the teaching learning process should be realized within the lesson plans, materials and evaluation (Diknas 2010).

After conducting the preliminary research, the other fact is most of the English teachers in Junior High Schools less applied fun activities in the process of teaching and learning. They used only textbooks in teaching and most of them rarely teach English through fun activities. Fun activities can enhance the knowledge and English skills as well as strengthen students’ character education. As a result, the students do not feel bored anymore, especially, when their teachers teach the material of genre texts, one of them is procedure text.

Based on the background of the study and the theory given above, the development of the fun procedure text material has been done, of course based on the preliminary researech of the existing material and need analysis.

Method of the Study
In this study, the writer used the last stage of Borg and Gall (1983:772). The purpose of this study is to know the effectiveness of the teaching material and to disseminate it.

The subjects of this research were the eighth graders of Junior High School, in Semarang, Kudus, Kendal. The data were collected through three kinds of instruments, namely observation sheet, interview, questionnaire and test . The procedure of data collecting started from trying out, doing second revision, producing the final product and disseminate it.

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\begin{align*}
    t_{\text{value}} &= \frac{M_2 - M_1}{\sqrt{\frac{SD_1^2}{n_1} + \frac{SD_2^2}{n_2}}} \\
    &= \frac{60.95 - 81.5}{\sqrt{\frac{15.09^2}{80} + \frac{6.66^2}{80}}} \\
    &= \frac{-20.55}{\sqrt{0.2277081 + 0.443556}} \\
    &= \frac{-20.55}{\sqrt{0.6712647}} \\
    &= \frac{-20.55}{0.8206} \\
    &= -24.87
\end{align*}
\]

The Result of the Research
The writer interviewed, gave questionaires the English teachers of SMP and the students in Kudus, Semarang, Kendal to know what types of English Procedure text material used by them to teach the eighth graders of Junior High Schools. To know what the students’ needs in learning English procedural text material, and to know whether fun activities were necessary to teach procedural text material or not based on the English teachers and students opinion. The writer also observed the existing material used to teach and learn procedural text.

The Result of Observing the Existing Material

The result of the observation showed that they used monologue and dialogue when teaching procedural text and used one textbook provided by the government but sometimes they searched the material from internet such as a video. When using the monologue of procedural text in English textbook, they only read and students listened it and when using the dialogue of procedural text, they asked the students to read. After listening of the procedural text in the dialogue or monologue form their teacher or other students, it would be continued to the discussion, question, and answer method. In my opinion, it was very bored because there is no fun activity that make them eager to learn. In addition, the school provided limited facilities and media for teaching. The teachers said that there is no cassette or CD in the textbook provided by government to teach. So, they only provided the material using textbook or video which searched by themselves without inserting fun activities in their teaching. The students were just asked by the teachers to listen and discuss together. In accordance with the purpose of the 2013 curriculum, the teachers thought that the material containing fun activities is necessary for students to provide a new nuance for students, increase students’ interest in learning to improve students’ character.

In fact, she also regularly tried to find out the innovative teaching material to support the process of teaching and learning at school. Actually she realized that it was not that simple to allow students to have an interactive and fun learning process. She shared that teaching a foreign language is not easy, but she never stops looking for supplement material and always welcomes the new way of interactive learning in transferring the knowledge from teacher to students. The researcher also discussed the advantages of using game to be applied outside the classroom. From the interviews it can be concluded that teacher gets some benefits of using games. They are:

- Games are interesting and they motivate student to be interested in learning, but it is not easy to choose a particular game which is suitable to the character of the students, the skill or the competency, the facilities and the time.
- Games help teacher create contexts that make the language is useful and meaningful.
- Through games, students could take part to express their own point of view or give information in a fun way.
- Games provide language practice for various skills and competencies.

The Result of Need Analysis

Based on the result of analyzing the data, the highest score of activiti es based on need analysis is various fun activities. There are some fun activities proposed in this result of need analysis. The writer made a list of them, there were kinds of fun activities from the highest score, namely jumbled text game, puzzle game, and whisper game etc.

Learners need sorts of fun activities such as fun games material; in this case procedure text material for better character development. The materials should be fun, easy, interesting and enjoyable so that learners could also learn the materials by themselves. This meant that its content should be focused on vocabulary rather than grammar.

After creating the model, the writer developed the listening procedure text material containing fun activities which discusses the core and basic competence, the material that can be observed by the students, and fun activities, namely whisper, puzzle, and jumbled text game. The teaching material was arranged based on the 2013 Curriculum. It was developed based on the syllabus by adding the “WHIBLED WHIZZLE” (Whisper, Jumbled game and Puzzle) game as the media for teaching and studying Procedure text. The researcher created this game which can be played digitally and manually in the classroom or
outside the classroom. Considering the experts’ and teachers’ suggestion, the researcher revised some parts of the digital version of Puzzle game. It can be concluded that the result of written assessment is very satisfying. It showed that students’ comprehension of procedure text was improving. It could be seen from the results of the pre and post test. The pretest of the eighth graders could reach 77.09 and the post test could reach 95.32. It meant that the teaching material “I Love How to Do” and the VCD entitled “Whibled Whizzle” game were completely good. This implies that developing listening of procedural material containing fun activities is effective and appropriate for the eighth graders of junior high school. The treatment given by the researcher through Whibled Whizzle game both manually and digitally, actually has contributed for the development of students’ comprehension of procedure text and strengthen the positive characters.

Conclusion

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References


Content Standard of 2013 English Curriculum for SMP in Indonesia.


